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ABSTRACT

The evaluation design for the Austin Independent School District 1982 summer school program for elementary retainees is described. The evaluation is meant to focus on short-term skill mastery in reading and mathematics and the long-term achievement growth of the participants. Separate reading objectives and materials in Spanish and English language arts for Limited English Proficiency students are planned. Among the relevant evaluation questions and objectives to determine program effectiveness are whether the structure of summer school will be appropriate for future application, and whether alterations will be necessary. Information sources for data to be used in projected decisions will include student mastery files; project files and records; teacher, parent, and director surveys; Iowa Tests of Basic Skills files; observations; and mastery tests. Evaluation activity time resource allocations and dissemination plans are provided. The AISD Office of Research and Evaluation will report findings in the fall of 1982 and the summer of 1983. (CM)

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OFFICE OF RESEARCH AND EVALUATION
AUSTIN INDEPENDENT SCHOOL DISTRICT

EVALUATION DESIGN:
Summer School for Retainees, 1982

April 1982

Evaluator:
Nancy Baenen

Evaluation Intern:
John MacDonald

Secretary:
Ruth Fairchild

Approved:

Freda M. Holley, Ph.D
Director, Research and Evaluation

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Evaluation Design ABSTRACT

Title: EVALUATION DESIGN: Summer School for Retainees, 1982

Contact Persons: Nancy Baenen, John MacDonald

No. Pages: 16

Summary:

The evaluation design describes the evaluation plan for this project. It includes a brief project and evaluation summary, major decision and evaluation questions to be addressed, dissemination plans, information sources to be used, data to be collected in the schools, and evaluation resources.

The summer school for retainees will be held June 7 through July 9, 1982. It will include reading, mathematics, and recreational activities in a four-hour program each day. Mastery learning materials will be used in both reading and mathematics. Limited English Proficiency students in Categories A and B will have separate materials for Spanish and English language arts. The evaluation of the summer school program will focus on:

- Short-term skill mastery in reading and math of participants;
- Long-term achievement growth in reading and math of participating retainees versus non-participating retainees;
- Characteristics of the program which may relate to program effectiveness.

Separate reading objectives have been set for LEP students and some separate assessment will be necessary.

The Office of Research and Evaluation will report findings in fall of 1982 and again in summer 1983.

I

EVALUATION DESIGN REVIEW FORM

The individuals listed below were provided an opportunity to review this design and provide input prior to its publication.

Lawrence Buford
Acting Associate Superintendent for Instruction

Ruth MacAllister
Assistant Superintendent for Elementary Education

Timy Baranoff
Director, Elementary School Curriculum

Hermelinda Rodriguez
Director, Elementary School Management

Paola Zinnecker
Instructional Coordinator

Anita Upham
Instructional Coordinator

Lucy Sahraie
Instructional Coordinator

Joan Burnham
Educational Planner

Lee Laws
Director, Applications and Compliance

IIB

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EVALUATION SUMMARY

The evaluation of the Austin ISD summer school for retained elementary students will focus on the following areas related to program effectiveness:

- Short-term skill mastery in reading and math of participants;
- Long-term achievement growth in reading and math of participating retainees compared to non-participating retainees;
- Characteristics of the program which may relate to program effectiveness.

Short-term growth of both LEP and non-LEP retainees during summer school will be measured through criterion-referenced mastery tests for each skill unit. Long-term achievement growth of non-LEP students will be measured using the reading and mathematics sections of the Iowa Tests of Basic Skills (ITBS). Long-term growth of LEP students' reading skills will be assessed by means of a Spanish-language achievement test. For non-LEP students, test results from the general administration of the ITBS in April 1982 will be used as the pretest; those from April of 1983 will be considered the posttest. Performance of retainees who did and did not participate in the summer school will be compared in April 1983 after the next general test administration.

Process information will be collected through structured observations of a random sample of students. Students' mastery tests and teacher records will also be reviewed for relevant information. Central computer files will supply most of the descriptive information necessary on student and staff characteristics.

II A

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PROGRAM SUMMARY

The AISD 1982 summer school program will be held from June 7-July 9. It will be open to all AISD students in grades 1-6 that have been retained at any point in their school careers. The basic summer school program will include:

Reading/Language Arts	1½ hours
Recreational Activity	1 hour
Math and Applied Skills	1½ hours

The 1982 summer school includes a number of new features designed to promote program effectiveness:

- Staff will receive five days of staff development. Three will orient them to the curriculum and overall program. The additional two days will allow time for them to review descriptive and skill information on each student forwarded from the previous teacher, call one-quarter of the students' previous teachers to discuss their needs more fully, and visit the homes of one-eighth of the students to gain a different perspective and elicit parent support and involvement. It is hoped that this provision of information will decrease assessment time during summer school, build rapport more quickly, and increase parent involvement. The evaluation will collect information on the successfulness of this activity and its relationship to achievement.

- Mastery learning systems will be piloted in both reading and math. These structured materials provide criterion-referenced tests to measure mastery of skills. The Chicago Mastery Learning System will be used for reading and Region XIII's Math for Everyone will be used for mathematics. These materials may be used during the regular school year if the pilot shows them to be effective.

- Students in Limited English Proficiency reading classes will receive instruction in Spanish reading using the Caracolitos and Una Cosa reading series, and instruction in English as a Second Language using the Stepping Into English series. These students will receive math instruction in Spanish using the Math for Everyone materials. Mastery tests from Math for Everyone will be used to test these students in math, and criterion-referenced tests from Stepping Into English and from the Spanish reading series will be used to assess these students' progress in reading.

- Award systems for performance and attendance are planned to serve as motivators. Different awards will probably be used across classes to allow tests of effectiveness.

- Followup activities have been planned in both reading and math to help fill the gap between summer school and the regular school year. The amount of structure and the method of presentation will be varied to allow comparisons of effectiveness.

III A
DECISION QUESTIONS ADDRESSED

A. System-Level Decision Questions

1. Were the students served and staffing of summer school appropriate for future summer schools? Are alterations necessary?

2. Was the structure of summer school appropriate for future summer schools? Are alterations necessary?

3. Should additional information be provided to teachers about the students before the start of future summer school programs?

4. Should retainees be encouraged to attend summer school?

III B
DECISION QUESTIONS OVERVIEW

DECISION QUESTION	DECISION DATE	DATE NEEDED	RELEVANT EVALUATION QUESTIONS & OBJECTIVES	INFORMATION SOURCES
D1. Were the students served and staffing of summer school appropriate for future summer schools? Are alterations necessary?	Fall 1982	August 1982	1. What were the characteristics of students served by summer school including:	
			- Age	Student Master File
			- Sex	
			- Grade level	
			- Ethnicity	
			- Eligibility for Title I, Title I Migrant, LEP, and SCE programs in 1981-82	ORE Project Files
			- Service by Title I, Title I Migrant, bilingual, and SCE programs in 1981-82	
			- Number of years enrolled in AISD	Teacher Records
			- Attendance rate for 1981-82	Teacher Records
			- Attendance in summer school	Teacher Records
			- Eligibility for Special Education services	Student Master File
			- Year of retention: this year or earlier	
			- Historical achievement data: mean scores in grade equivalents on ITBS in reading and math, spring 1982	ITBS Files
	Fall 1982	August 1982	2. What were the characteristics of participating staff by:	
			- Sex	Employee Master File
			- Ethnicity	
			- Years of experience in education	
			- Educational background	
			- Certification	

III B
DECISION QUESTIONS OVERVIEW

DECISION QUESTION	DECISION DATE	DATE NEEDED	RELEVANT EVALUATION QUESTIONS & OBJECTIVES	INFORMATION SOURCES
D2. Was the structure of summer school appropriate for future summer schools? Are alterations necessary?	Fall 1982	August 1982	1. What training did staff receive? Did staff feel the training was effective?	Teacher Survey Director Survey
			2. What did the math curriculum include? (including materials and equipment needed)	Project Records
			3. What did the reading curriculum include? (including materials and equipment)	Project Records
			4. Who planned the program and what aspects did they organize?	Project Records
			5. How were student learning needs assessed and monitored?	Project Records Observations
			6. What was the planned and actual pupil/teacher ratio?	Project Records Observations
			7. How much of the math and reading allotted time was spent on task?	Observations
			8. Were award systems implemented as planned? How many students earned the awards?	Project Records Observations
			9. How much material were the teachers able to cover in math and reading? How long did reading units take to teach?	Teacher Records Mastery Tests

III B
DECISION QUESTIONS OVERVIEW

DECISION QUESTION	DECISION DATE	DATE NEEDED	RELEVANT EVALUATION QUESTIONS & OBJECTIVES	INFORMATION SOURCES
			10. How much time did students interact with the teacher? How much time did students work on their own?	Observations
			11. How did parents like summer school?	Parent Survey
			12. What effect did the home visit have on parents' activities with their children?	Parent Survey Teacher Survey
			13. Did parents receive information about activities to do with their children for the rest of the summer after summer school was completed? How much did they complete?	Parent Survey Project Records
D3. Should additional information be provided to teachers about the students before the start of future summer school programs?	Spring 1983	Fall 1982	1. Did teachers receive information on retainees from the previous teacher? When?	Teacher Records
			2. Were summer school teachers able to reach regular school teachers of assigned retainees?	Teacher Records Teacher Survey
			3. Were teachers able to visit the homes of assigned retainees?	Teacher Records
			4. How valuable were the home visits perceived to be by summer school teachers?	Teacher Survey

III B
DECISION QUESTIONS OVERVIEW

DECISION QUESTION	DECISION DATE	DATE NEEDED	RELEVANT EVALUATION QUESTIONS & OBJECTIVES	INFORMATION SOURCES
			5. How much time did teachers spend in assessing students' skills? Did teachers spend more time on this activity during the first week of summer school?	Observations
D4. Should retainees be encouraged to attend summer school?	Spring 1983	Spring 1983	1. Did students meet short-term objectives? How many skills were the students able to master (at an 80% level) in reading and math by the end of summer school? Short-term objectives: Reading: By the end of the five-week summer school, reading skills specified for each grade level will be mastered by 90% of the retainees participating. LEP Reading: Spanish Reading: LEP retainees participating in summer school will show 80% accuracy on workbook assessments on the average. English as a Second Language: LEP retainees participating in summer school will complete at least two levels in the Stepping into English series. Math: By the end of the five week summer school, participating retainees will, on the aver-	

III B
DECISION QUESTIONS OVERVIEW

DECISION QUESTION	DECISION DATE	DATE NEEDED	RELEVANT EVALUATION QUESTIONS & OBJECTIVES	INFORMATION SOURCES
			age, master the number of skills specified for their instructional level at an 80% level.	
			2. Did students meet long-term objectives? Long-term objectives: Reading: As of April 1983, retainees participating in the 1982 summer school will show higher achievement in reading areas emphasized than will retainees who did not participate based on the Iowa Test of Basic Skills (ITBS). Math: As of April 1983, retainees participating in the 1982 summer school will show higher achievement in math areas emphasized than will retainees who did not participate based on the Iowa Test of Basic Skills (ITBS).	ITBS Files Curriculum/ITBS Skills Match
			3. What were the average grade equivalent scores of retainees in the summer school in April 1982 and April 1983? By skill areas emphasized and not emphasized in summer school?	ITBS Files Curriculum ITBS Skills Match

III B
DECISION QUESTIONS OVERVIEW

DECISION QUESTION	DECISION DATE	DATE NEEDED	RELEVANT EVALUATION QUESTIONS & OBJECTIVES	INFORMATION SOURCES
			4. How did the scores of retainees who attended summer school compare to those of retainees who did not attend summer school as of April 1983? By skill areas emphasized and not emphasized in summer school?	ITBS Files Curriculum/ ITBS Skills Match
			5. Can any variables be identified that relate to student achievement?	ITBS Files Parent Survey Observations Project Records Teacher Records Teacher Survey

VI
INFORMATION SOURCES

INFORMATION SOURCE	POPULATION	EVAL. QUES. REFERENCED	DATE COLLECTED	ANALYSIS TECHNIQUES	REMARKS
Student Master File	All AISD students	D1-1	July 1982	Descriptive statistics on characteristics of students served.	
ORE Project Files	All students eligible for and served by categorical programs at the elementary level	D1-1	July 1982	Descriptive statistics on program participation during 1981-82	Title I, Title I Migrant, LEP, and SCE Files
Teacher Records	Classroom teachers' records	D1-1, D2-9, D3-1, D3-2, D3-3, D4-5	June-July 1982	Descriptive statistics summarizing data	Years enrolled, attendance rates, material covered, home visits attempted, accomplished, phone calls to former teachers attempted, accomplished
ITBS Files	All elementary students	D1-1, D4-2, D4-3, D4-4, D4-5	July 1982 April 1983	Descriptive statistics on test scores (mean, standard deviation, range, etc.), regression analyses	
Employee Master File	All teachers in AISD	D1-2	July 1982	Descriptive statistics on staff characteristics	
Observations	Teachers and a sample of summer school students	D2-5, D2-6, D2-7, D2-10, D3-5, D4-5	June-July 1982	Amount and percent of time spent in various activities	
Project Records	Overall records for project general information	D2-2, D2-3, D2-4, D2-5, D2-6, D2-8, D4-5	June-July 1982	Summary of information collected--narrative and quantitative	Curriculum, planned PTR, grouping, award systems, follow-up, key variables

VI
INFORMATION SOURCES

INFORMATION SOURCE	POPULATION	EVAL. QUES. REFERENCED	DATE COLLECTED	ANALYSIS TECHNIQUES	REMARKS
Mastery Tests	All summer school students	D2-9, D4-1	June-July 1982	Tallies of skills mastered, percent mastery, other descriptive statistics	Information needed varies for reading and math and for LEP reading
Teacher Survey	All summer school teachers	D2-1, D2-12, D3-2, D3-3, D3-4, D4-5	July 1982	Descriptive statistics: number and percent by response category, means	
Director Survey	All summer school directors	D2-1	July 1982	Descriptive statistics	
Parent Survey	The parents of a random selection of summer school students	D2-11, D2-12, D2-13, D4-5	August 1982	Descriptive statistics	
Curriculum/ITBS Skills Match	Instructional Coordinators	D4-2, D4-3, D4-4	May-June 1982	Summary of results of skills analysis of ITBS and summer school curriculum	

VII

DATA TO BE COLLECTED IN THE SCHOOLS

June-July 1982

A. Students

1. Observations of a random sample of summer school participants.

2. Mastery tests given by the classroom teacher for each skill unit (part of regular curriculum).

B. Teachers

1. Teachers' records will be reviewed for information on skills mastered by students. Cards provided by regular teacher will provide ID number, attendance and enrollment in AISD data.

2. Teacher survey--Teachers will be asked about the effectiveness of training provided, the curriculum materials, and summer school overall.

C. Administrators

1. Director survey--Administrators will be asked a few general and specific questions about summer school, award systems, etc.

D. Parents

1. Parent Survey--A sample of parents of summer school participants will be asked about followup activities completed and summer school in general.

VIII

EVALUATION TIME RESOURCES ALLOCATION

ACTIVITY	DIRECTOR	EVALUATOR	EVALUATOR INTERN	PROGRAMMER	OBSERVERS/ TESTERS	SECRETARY
A. Design	.5	7	1			2
B. Information Sources		0.5				
Student Master File		0.5	1.5	1.5		
ORE Project Files		0.5	1.5	2.0		
Teacher Records		1.0	4		9	
ITBS Files		1.0	15	3.0		.5
Employee Master File		0.5	2	0.5		
Observations	.5	1.0	14	0.5	52	.5
Project Records		1.0	5		8	.5
Mastery Tests		0.5	4		6	.5
Staff Survey	.5	0.5	3	0.5		.5
Parent Survey		0.5	2	0.5		.5
Curriculum	.5	1.5				1
ITBS Skills Match						
C. November Technical Report	1	2.0	16			8
D. November Summary	.5	1.0	3			1
E. April Technical Report	.5	3.0		2.0		2
F. Administrative and Other Indirect Costs	2	6.0	8	1.0		1
TOTAL DAYS	6	28.0	80	11.5	75	18

V

DISSEMINATION

INFORMATION	DISSEMINATION FORMAT	DATE	PERSONS RECEIVING
Interim Report on all findings except April 1983 ITBS test results	Technical Report with Executive Summary	November 1982	TEA, project staff and key administrators, professional library
Summary of results	Executive Summary, brochure, or newsletter	November 1982	Selected AISD administrators, summer school teachers
Final report of April 1983 findings on ITBS results	Retention Technical Report	July 1983	TEA, key AISD administrators, professional library
	Retention section of 1982-83 Findings Volume	July 1983	AISD administrators, professional and school libraries